



## **Redesign Plan**

Northeastern Elementary School

Kalamazoo Public School District

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# **Executive Summary**

## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Northeastern Elementary is located on the east side of Kalamazoo and has a student population of 335 students. We have a strong, student-centered environment with a highly experienced staff. We work hard to ensure the success of all students. We currently offer PEEP and small class sizes. We are in collaboration with many community organizations such as Trenches Community Church, Kalamazoo Center for Youth and Community, Specialized Language and Development Center and Kids Hope. We also house a Boys and Girls Club unit that provides after school activities and tutoring. We work diligently to increase parent involvement in the school environment and to provide a high quality education for all students.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Our school mission is provide a student-centered, high quality education to all students through real-world experience. Our vision is to have students develop their unique talents and gifts in order to contribute to society and be prepared for the 21st Century. We believe that all students can and must learn and that all students can be successful by providing a supportive academic environment with high expectations.

Northeastern Elementary provides a variety of programs such as after school tutoring, student book publishing, Girls on the Run, Kid's Hope Mentoring. We work closely with Kalamazoo Community for Youth and Community to provide in-school tutoring with the Specialized Language and Development Center, an after school program with Boys and Girls Club and Check and Connect which provides mentorship and support for improved attendance and engagement.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Northeastern Elementary has had increases in 4th and 5th Grade MEAP scores in Science, Reading, Writing and Math. We have increased or collaboration with Kalamazoo Center for Youth and Community in order to provide a unique set of services to academic achievement and improve the overall school culture.

It will be our goal to continue on a path of success to improve the quality of instruction, increase parent involvement and establish programs that will support students academically, culturally and socially. It is our hopes that using a community-based, family oriented approach will result in increased academic performance for all students.



## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Northeastern Elementary will continue to enhance community building relationship that will not only support or goal of academic success for all students but will also support a positive culture for our neighborhood,.

# **Priority School Assurances**

## **Introduction**

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

**Priority School Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		Kalamazoo Teacher Eval Framework KPS Staff Evaluation - Growth

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		KPS Admin Evaluation

# **Operational Flexibility Assurance**

## **Introduction**

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

## Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes	Attached MOU	Kalamazoo Public Schools Executed Addendum/MOU

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	Date to be determined	

## Redesign Plan

Northeastern Elementary School

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		Kalamazoo Northeastern Signature Page Kalamazoo Northeastern Signature Page 3.2015



# **Transformation Redesign Diagnostic**

## **Introduction**

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

## **PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

Vanessa Carter, Principal, cartervm@kalamazoo.k12.mi.us

Ric Seager, Director of School Improvement and Accountability, seagerpe@kalamazoo.k12.mi.us

Karen Wright, 5th Grade Teacher, wrightkj@kalamazoo.k12.mi.us

Jessica Chatman, Kindergarten Teacher, chatmanja@kalamazoo.k12.mi.us

Jenna Warnsley, 3rd Grade Teacher, warnsleyjl@kalamazoo.k12.mi.us

Pamela Murchek, Kindergarten Teacher, murchekpj@kalamazoo.k12.mi.us

Vicki Hanold, 5th Grade Teacher, hanoldvm@kalamazoo.k12.mi.us

Heather Caldwell, 4th Grade Teacher, caldwellhl@kalamazoo.k12.mi.us

Elizabeth Dubuisson, 2nd Grade Teacher, dubuissonee@kalamazoo.k12.mi.us

Tyronda Goree, 2nd Grade Teacher, goreetl@kalamazoo.k12.mi.us

## **PART B: TEACHING AND LEARNING PRIORITIES**

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.**

1. Improve core instruction in ELA, Science and Mathematics Fluency
2. Develop and Implement a multi-tiered system of support for all students

**State what data were used to identify these ideas**

The data utilized to identify these ideas were 2011 - 2014 MEAP scores, priority school data provided by the State of Michigan, Fountas and Pinnell Benchmark assessment as an indicator for reading progress and district common assessments. A data dig was conducted on Wednesday, September 10, 2014 to determine the implications of student mastery and instructional practice on the academic achievement of all students. .

Based on the 2013 MEAP data 75% or more of students scored non-proficient on vocabulary, narrative text and comprehension. In the area of math 75% or more scored non-proficient in the areas of counting and writing whole numbers, identifying and describing shapes, adding and subtracting fluency, the meaning of multiplication, property of shapes, counting in steps, place value and division of whole numbers. In the area of science 99% of our students were unable to master any of the core content standards. MEAP data also indicates a 20% decrease in proficiency for 3rd grade students in both math and reading as compared to 2011 MEAP data.

Data provided by the state indicates a percentile rank of 2 in comparison with schools across the state, placing Northeastern in the bottom 5% of the state ranking. Based on state data Northeastern has a 2 year average proficiency of 25% in writing, 9% in Social Studies, 3.4% in Science, 43% in Reading and 14% in Math. This has resulted in declining achievement across all content areas with achievement z scores ranging from .06 - .99 and increased achievement gaps in reading, science and writing. In addition, data obtained from Benchmark Assessment for the Fall 2014 school year indicates that 63% of our current total student population are below grade level in the area of reading.

Based on this data the academic plan for improvement must include targeted support in the areas of math, reading and science based on key deficit standards.

## PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

**Requirement #1: Replace the Principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

Vanessa Carter, Ed.D., principal of Northeastern Elementary School was installed as principal in the fall of 2013, after having served for two years as the principal at Indian Prairie Elementary School. Dr. Carter has been evaluated by the district as both a principal and administrator and has been found to have a track record of improving student achievement. As evidenced by her evaluation, Dr. Carter has demonstrated, the ability to meet these five "turnaround competencies":

1. Identify and focus on early wins and big payoffs;
2. Break organizational norms;
3. Act quickly in a fast cycle;
4. Collect and analyze data; and,
5. Galvanize staff around big ideas.

Dr. Carter has demonstrated these competencies through the following actions:

In the year prior to his becoming the principal at Northeastern, Dr. Carter served as a principal for Indian Prairie. She 1) implemented and facilitated professional learning communities, 2) increased the use of data to drive instructional practices and to support Tier II and Tier III students; 3) implemented academic interventions to address the needs of the bottom 30% of the student population; 4) supported and adjusted scheduling and programming to become student and parent centered.

Since become principal at Northeastern she has shown competency in the five areas by completing the following tasks:

\* Analyzed the instructional program to focus and to align with the state standards and to better prepare students for the state assessments. Facilitated professional development to increase teacher efficacy in addressing the needs of students in the lower 30th percentile. Utilized data to focus instruction on standards of concern based on state and district data.

\*Analyzed school protocols and norms to make needed adjustments in order to move towards a student-centered approach. She has utilized professional development, collaborative meetings, research-best practices, books and articles to encourage teachers to analyze the functionality of current practice and impact on student success. She has also analyzed behavioral trends based on data to utilize Tier II and Tier III supports in and out of the classroom. She has also established professional learning communities through scheduling common planning time for teachers in order to support a more collaborative approach to teaching.

\*Dr. Carter has the ability to analyze instructional programs and protocols in order to determine the highest priority needs and make necessary changes. She has provided support utilizing a variety of resources in order to best meet the needs of the student and the teacher.

\*Implemented instructional learning cycles in order to measure student progress bi-weekly and utilize the data to inform instruction and plan interventions for students with standards of concerns. Facilitated the regular use of data and formative assessment to track student progress and develop effective instructional plans.

\*Dr. Carter has conducted support meetings for staff throughout the summer, during school and after school to facilitate discussion regarding student progress and transformation required to better meet the academic and social needs of all students. A system of support has been established that provides teachers the opportunity to select professional development regarding the big ideas or receive additional resources to support personal and school-wide goals towards improvement.

The district builds the leadership capacity of its principals in many ways. In recent years, the district has focused resources on developing principals' capacity to build and lead professional learning communities in their schools through voluntary training in Adaptive Schools, Cognitive Coaching and through participation in the Summer PLC Summit.

In addition, KPS has created an organization structure by which all building principals participate in ongoing professional learning opportunities through various networking meetings. Each month they participate in an Instructional Leadership meeting. This meeting is led by the district superintendent and focus is placed on current issues for the district and throughout the state. Principals are frequently guided through problem solving scenarios with discussion and feedback in order to support them in their ongoing professional growth. Monthly Principals' meetings are another required networking opportunity. These sessions focus on the development of an understanding of the ongoing processes and initiatives in the various departments throughout the district. The focus is on supporting the principals and receiving feedback as to their future needs. In addition to these initiatives focused on building leadership capacity, New Administrator Training and Mentoring is provided to building principals. Individualized and customized professional development at conferences and workshops offered by state and national education service agencies and our RESA are also made available.

### **Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.**

2a.

During the 2010 - 11 school year, the district, Kalamazoo Education Association (KEA) and the UAW collaborated extensively to create a new three-tiered Annual Teacher Evaluation Model that is performance based and structured around the Framework for Teaching developed by Charlotte Danielson. This was done through regular meetings between KEA members and central office staff and is reviewed annually. KPS signed a contract with the KEA in December of 2012 which stipulates that the percentage of the evaluation for student growth be 25%, or as required by law. This will be in effect until August of 2015. The law requires that, beginning with the 2015 - 2016 school year, at least 50% of both teacher and administrator evaluations be based on student growth and assessment data. The adopted model includes the original 4 domains that are part of the Danielson Framework; planning and preparation, classroom environment, classroom instruction, and professional responsibility. KPS added a 5th domain, student growth, to ensure compliance with state guidelines. Growth is measured through the selection of specific assessment measures from a pre-determined list including state, national and local assessments. Teachers

must designate which measures will be used each year to determine the growth component of the individual's evaluation. All parties have agreed that results from these evaluations will be used to inform promotion, tenure and professional growth decisions throughout the district. In its fourth year of implementation, the district model is fine-tuned annually based on feedback from teachers and administrators.

Teachers and administrators collaborate to create goals based on raising student achievement as part of the continuous school improvement process. These goals are reviewed annually. Progress toward meeting these improvement goals are considered during the evaluation process.

Student growth weighting at Kalamazoo Public Schools for each school year is determined based upon the current state law percentages. Since 2011 -12, 25% of the annual evaluation for teachers is based on student growth and/or achievement. KPS will continue to raise this weight as required by law. KPS will make changes, as needed, to comply with state guidelines.

2b.

As members of the UAW, the KPS administrator contract stipulates that the Superintendent, or designee, and the Union, shall meet at least once a month to discuss matters relating to the agreement or any other collective bargaining subject. This process was used during the 2010-11 school year to collaboratively create the Administrator Performance Review (attached). KPS signed a contract with the UAW in July of 2014 and this agreement is in effect until June of 2015. This evaluation is a criterion-referenced tool that rates administrators on nine key categories of effective leadership. Within these nine categories are specific categories relating to student achievement and knowledge of instructional programming. Each category is weighted, with 30% of the evaluation derived from student performance/growth. In 2014-15, the amount of the evaluation accounted for by student growth is 30% and in subsequent years this will be increased as required by law. The law requires that, beginning with the 2015 - 2016 school year, at least 50% of both teacher and administrator evaluations be based on student growth and assessment data. Should these values be changed by the legislature, Kalamazoo Public Schools will be certain to comply with the expectations of the legislature. The UAW Agreement is voted on by the union members and Board approved.

Both teachers and administrators collaborate to create building goals based on raising student achievement. These goals are reviewed annually as part of the ongoing continuous improvement process. In addition, implementation of the overall school improvement plan is considered as part of the administrator evaluation.

Evaluation system attachments are included in the assurances section of this redesign plan.

**Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.**

**Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).**

**Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.**

## 3A

The school and district will use assessment data to monitor student growth for students. The assessments used will include the NWEA/MAP Benchmark Assessments, district assessments, course-based assessments, and/or grade-level common assessments as identified by the evaluation process. In addition, teachers who contribute significantly to building leadership through service on the school improvement team or leadership team, or who provide grade-level team leadership within a building, will be identified and recognized. It is felt that these professional contributions, along with the commitment to improved student achievement will contribute positively to student growth. Given this commitment, the district will work to continue to support staff. The district will consider the use of Title II and/or other funds to support specific professional development as identified in the school improvement plan and in alignment with the reform/redesign plans will be considered. The focus of the professional learning will be on core content and/or improvement processes to support the implementation of a multi-tiered system and increased achievement in the core, the building's big ideas. These individuals will be recommended by building administrators to central office staff and approval will be processed through central office. Building administrators will also recognize staff that have become leaders in the implementation of the reform plan 2 - 3 times per year, as appropriate. Buildings will be encouraged to determine other non-monetary "benefits" such as Teacher of the Month, preferred parking, recognition in school newsletters, depending upon the building. Consideration will also be given to developing business partnerships to provide gift cards for recognized teachers.

## 3B

At KPS, a specific process has been developed to address teacher performance based on the approved teacher evaluation process. This process would be utilized for identifying educators who are not increasing student achievement. This process is based on the Charlotte Danielson model and addresses the four quadrants of her model. In addition, a fifth component has been added which is student growth. For the growth component, staff is required to determine specific student growth measures and this information is factored into overall teacher effectiveness ratings. Timelines have been developed and action steps delineated for this evaluation process to guide principals (See Attached Teacher Evaluation Document). Principals are required to notify HR immediately when they feel they may have a teacher that is experiencing difficulty and the process is implemented as outlined. Upon initiation of the process, supports are determined for both the teacher and the principal. Personnel in the HR department closely monitor implementation and are involved throughout the process to advise principals, as needed. A very specific timeline is followed which ensures timely actions are taken throughout the school year to support and address teacher performance. Activities within the process include formal observations, walk-throughs, anecdotal evidence, teacher response, post observation conference, and a summative evaluation conference.

The overall process consists of a three-track evaluation system. Each track of the process increases interventions and supports for the identified staff. The process is differentiated for Probationary or Tenured teachers. Specific details of the process are included in the uploaded document. Based on the results of these supports and interventions, a determination is made as to whether or not a teacher's employment will be continued.

Building leaders and curriculum administrators are expected to routinely conduct walk-throughs using rubrics, aligned with the Danielson domains, to gather data, monitor performance and provide support to classroom teachers on an ongoing basis. Web-based software (Pivot by Five-Star Technology) serves as a tool to aid administrators in linking observation findings to performance indicators or criteria. District content area coaches and other central office staff are also available to provide feedback and coaching.

External coaches from the Kalamazoo RESA and principal coaches are also utilized to conduct classroom walk-throughs and to support implementation of strategies and effective instruction teachers. Feedback from these observations is used to determine ongoing professional learning needs and additional support that is needed for our staff. Staff from central office and the Kalamazoo RESA are work collaboratively to provide ongoing support through professional development sessions and/or ongoing coaching. Specific focus is placed on the implementation of the district curriculum, identification and sharing of student learning targets and effective instruction.



**Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.**

Orton-Gillingham method for reading instruction -Teachers will receive training from SLD Reads! regarding the utilization of the Orton-Gillingham method for teaching reading in order to develop additional interventions for at-risk students. These strategies will be used during one-on-one and small group instruction to monitor student progress in early literacy behaviors and phonetic awareness. This supports the big idea of improving the core instruction in ELA for early literacy behaviors, basic reading skills and comprehension for all students. Teachers will complete a survey following the completion to determine effectiveness and usefulness of this training. Training will occur in school through 5 - 3 hour days and will be utilized and implemented based on real-time classroom instruction. Upon completion, classroom embedded, follow-up training will provide support for classroom implementation for remainder of the school year. A caseload of at-risk students will be selected to receive this intervention with bi-weekly analysis of mastery and impact on reading abilities of these students. These practices will also be utilized in general teaching practices to benefit all students.

District training on Marzano's Six Steps to building academic vocabulary in Science - A one day district training with weekly support and monitoring will be provided in Marzano's Six Steps to building academic vocabulary to increase the use of explicit instruction of vocabulary in Science. Data indicates that student proficiency in Science is hugely impacted by the inability to grasp understanding of key vocabulary critical for comprehension and mastery of standards. Marzano's approach to teaching academic vocabulary will provide increased support of high quality instructional practices regarding science vocabulary and support our goal of improving core instruction in the area of science. This training will increase teacher efficacy by teaching the skill of explicit instruction of science vocabulary; not only supporting increased mastery of science standards but cross curricular support in reading standards. Teachers will monitor student mastery of key science vocabulary and content through the use of interactive notebooks, performance-based and formative assessments on a bi-weekly basis and will adjust and re-teach based on student needs. In addition, individual and group support will be provided through weekly professional learning communities during which time assessments and student work will be reviewed for administrative and district feedback, continued adjustment of teaching practices and reinforcement of key standards.

District level professional development in mathematics numeracy - Teachers will be provided opportunity to participate in ongoing mathematics professional development in effective math instruction addressing numeracy, developing problem-solving in students and increasing proficiency in common core standards. Professional development will be provided optionally during the school day and after school. Teacher surveys will be conducted incrementally throughout the year to determine effectiveness, impact of training and need for improvement. At the building level, teachers and the administrator will particularly focus professional development opportunities through KRESA and other resources on key standards for each grade level. These would include decimal, fraction operations, whole-number division, increased connection between math concepts, whole number multiplication, understanding area and perimeter and understanding 2D and 3D shapes. The administrator and teachers will seek to increase the quality of instruction on these standards and monitor students progress and instructional practices bi-weekly through analysis of formative and performance-based assessments. Teachers will also receive support through weekly/monthly consultation during planning time with district math coaches to increase the quality of instruction in the area of mathematics.

**Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.**

**Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.**

**Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.**

5A

The district uses demographic and achievement data, along with other factors, to determine staffing needs at each individual school. More specifically, we look for applicants that have had experience working in high poverty, urban school settings. A Letter of Agreement has been developed to guide staffing in the area of minority recruitment. Advanced degrees in specific content areas are also considered. Experience in working in buildings that have been involved in closing the achievement gap is another desirable characteristic of potential candidates. Given the district focus on building partnerships with community agencies throughout the district, involvement in community agencies and leadership roles in those, and other, positions is also seen as a positive and critical characteristic. The district considers other factors such as unique skills, specialized certifications needed, and experience working with diverse student populations and communities.

Human Resources actively recruits teachers from multiple regional colleges and universities beginning in March of the previous school year. We intentionally recruit staff to work in the summer school to determine "fit" with the district for possible full time employment. We continually monitor substitute and student teachers that are utilized in the buildings to identify potential employees. We work closely with universities to place student teachers with tenured teachers in our buildings to create a pool of quality candidates familiar with our district for future employment. HR also attends job fairs, advertises postings, and seeks out potential recruits with urban experience. Other administrators in the district are also invited to participate in the recruiting process. Additionally, intern teachers and other promising teachers are often recruited into summer school programming where they are actively observed working with our student population. Teachers that show promise in working with our students are given favorable consideration for openings in our district.

Use of an online application tool, Applitrack, ensures that candidates that may be located outside of our immediate region are able to monitor openings and complete the application process. The database of applicants that is created through these online applications provides Human Resources the ability to review a large pool of individuals for each opening, looking for a proper fit, given an individual building's unique needs. Status as a Focus or Priority building is communicated to potential candidates and is considered throughout the hiring process and specific skills that are needed to be successful in a given setting are assessed through the screening and interview process. Human Resource staff, as well as building administrators, are involved in the interview process and a hiring recommendation is made collaboratively by the interview team.

5B

Retaining Teachers

The district will use the ongoing teacher evaluation process to determine teachers to retain. Other opportunities will be provided to continue

to retain them in the building. The district will provide opportunities for teachers in the priority school to design or choose professional development related directly to the school improvement/reform plan and they will be supported by Title II and/or district funds. Ongoing communication with the building principal and staff through professional development staff meetings and individual conversations will help to identify and provide support to the teachers to develop the skills they need to address the students' needs as well as the personal growth goals identified by staff. District staff has been, and will be involved, to provide ongoing professional development in effective instructional strategies, using data to inform changes in instruction, and addressing student behavioral concerns. Support from Kalamazoo RESA will also be identified and provided to increase staff capacity to close achievement gaps. Ongoing discussion at the district level to identify and support teachers within the priority buildings helps to determine future staff needs to ensure implementation of effective strategies aligned with the plan's big ideas.

Additional retention strategies will include recognition of staff, the opportunity to serve on leadership teams, curriculum teams, and other district committees. Some of these may result in additional stipends. In addition, staff involved in leadership positions are encouraged and supported to continue to develop additional leadership and content knowledge expertise. Staff will also be provided the opportunity to develop a specialization in a specific strategy/initiative in the district, such as data analysis and content area support. These opportunities will help them to become instructional leaders and support personal growth goals that may have been identified, as well as increase their skills to work in a high-need school. These supports and opportunities will also help the district to create a pipeline of future leaders for our buildings, a critical component in transforming schools.

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.**

**Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.**

**Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program**

Based on state, district and school data our school population has persistently low achievement across all core content areas. School data indicates that 63% of our student population is currently below grade level in reading based on Benchmark Assessment data. MEAP (2013) data indicates that overall in the area of math 94% of 3rd graders, 86% of 4th grade students, and 77% of 5th graders are not proficient. Academic trends in the area of math have indicated a considerable decrease in 3rd grade proficiency. In the area of Reading 79% of 3rd grade; 51% of 4th grade, and 48% of 5th grade are not proficient with a substantial decrease in 3rd grade proficiency in the last two school years. In the area of science all students are not proficient with substantial lack of mastery of any core science standards over the last 5 years. Decreased student proficiency is also supported by our state data ranking in the

2nd percentile rank as compared to schools across the state. In addition, we have an increased achievement gap based on our 2 year proficiency ranking in reading, science and writing. Data also indicates that our students are not sufficiently progressing academically as based on district and state standards. Based on this review of data and information received from state and district assessments of our school it was determined by staff and the administrator that improvements are required in instructional practices for reading, math, writing and science, and there is a need for increased collaboration between teaching and support staff to create high quality lessons and instructional plans. As result our big ideas are to improve instructional practices for reading, math, writing and science and the development of professional learning communities to increase the use of data and to improve teaching practices.

According to Shannon (2007) there is no silver bullet in reaching the goal of high performance. This process will take many years of hard work and a multi-faceted approach for teacher and student success. Northeastern will utilize the nine indicators for a high performing school as a framework for improving our school culture, teacher and administrator efficacy. These characteristics are a clear and shared focus; high-standards and expectation for all students; effective school leadership; high levels of collaboration and communication; aligning curriculum with state standards; frequent monitoring of learning and teaching; focused professional development; supportive learning environment; and high levels of parent and community involvement (Shannon, 2007; Cartledge & Yo, 2007). We will continue to incrementally increase the use of these strategies within the school setting.

Underlying reasons for low student performance at Northeastern are the lack of targeted assistance for students with low readiness skills as they enter kindergarten, poor alignment of instruction based on state standardized test expectations, need for professional development in instructional practices in order to meet the diverse learning needs of students, increased communication between colleagues to assist with planning high quality instruction and the increased utilization of data to drive instruction and monitor student progress in mastery of

standards.

The staff and administrator will utilize the following to improve the instructional program for the school: Increased knowledge regarding Early Literacy Behaviors for students in Grades K -2; increased knowledge in sequential retell and comprehension in Grades 3 -5; increased understanding of basic math numeracy and geometry skills and key science concepts in Grades K - 5. Based on state, district and school data our students do not attain critical foundational skills in reading and math necessary for success by 3rd Grade. As our school has a 93% free and reduced lunch population, research has shown that socio-economic backgrounds of urban school populations contribute to students beginning school at varied levels of academic readiness and often times with particular stressors that challenge students' ability to perform at high levels (Theoharis, 2009). With this in consideration, our school will attempt to maintain lower class sizes at the K - 2 level to increase the adult to student ratio and utilize early identification practices for students who enter school without the necessary readiness skills at the kindergarten level.

At the kindergarten level teachers and support staff will minimize learning gaps at the beginning of our student's academic career by placing heavy focus on early literacy skills which will include recognizing print, book-handling, one-to-one correspondence, picture comprehension, mastery of letter recognition and basic sight words, counting from 1 - 120 and skip counting. Teachers will utilize a multi-tiered approach to instruction by incorporating a variety of instructional strategies and interventions to meet the needs of all students; such as guided reading lesson, daily small group or one-on-one instruction for at-risk students, use of Orton-Gillingham reading interventions to increase diversity in reading instruction and an overall increase of explicit instruction of standards. By the end of kindergarten all students will be screened to determine the need for increased use of Tier II and Tier III interventions moving into 1st grade.

Teachers in Grades 1 and 2 will continue to monitor student progress through weekly formative assessments and advanced student's knowledge of critical standards based on state standards. At the 1st and 2nd grade levels teachers will focus on students ability to retell key details in the story, identification of main idea, utilization of pictures to determine information, and understanding the connection between individual events and ideas within a story. In the area of writing, students will be able to write, analyze and understand opinion pieces; as well as write a topic sentence and provide details. The area of math students will understand the properties of addition and subtraction, be able to add and subtract fluently up to 20, understand place value, and be able to read, write and extend counting up to 120.

Teachers and the school administrator will be responsible for developing increased knowledge and awareness of advanced reading, writing and mathematics skills for students in Grades 3 - 5. Teachers will utilize practices learned through professional development and feedback from the administrator to increase comprehension and sequential retell skills, students' ability to identify the elements of a story, sequential order in retell and utilization of summarization, graphic organizers, questioning and story review to develop comprehension skills. In the area of mathematics teacher will focus on key standards of understanding fractions, decimals, money, multiplication and division, understanding area and perimeter, and 2D and 3D shapes. Learning will also be extended for understanding of previous standards of place values and counting to 10,000 and identification of place value.

Teachers, the school administrator and the district Teaching and Learning Department will provide training for teachers in utilizing Marzano's six step process for developing academic vocabulary in the area of Science and Math. Teachers will utilize visual, auditory examples of vocabulary and allow students to conduct inquiry-based activities and utilize prior knowledge to increase understanding of key vocabulary in science and math. Teachers will also utilize daily writing journals to increase frequency and stamina with writing process as well increase cross-curricular awareness with the use of the writing process. Progress will be monitored on a three week cycle through grade level formative assessments and observations. Research has been conducted in the utilization of this strategy over the last five years, in more than 50 studies comparing classes utilizing this strategy and classes that implemented the strategy. Research indicated that the strategy works at every grade level, from kindergarten to high school. Overall, studies have show a 24 - 40 percentile gain in comprehension of key terms. Games seem to engage students at a high level and have a powerful effect on students' recall of the terms. Games not only add a bit

of fun to the teaching and learning process, but also provide an opportunity to review the terms in a nonthreatening way. After the class has participated a vocabulary game, the teacher should invite students to identify difficult terms and go over the crucial aspects of those terms in a whole-class discussion.

Math - Increase Fluency and understanding in key critical standards. Teachers and the school administrator will increase understanding and fluency in critical standards of concern in addition and subtraction fluency, measurement, geometry, multiplication, division and fractions. Instructional staff will utilize a 3 week instructional learning cycle of instruct, assess and re-teach to mastery in all critical standards. Common formative assessments will be developed and analyzed during professional learning communities to determine success and interventions.

Instructional Learning Cycles will be utilized in order to create a multi-tiered system of support for all students and to utilize a Backward Design for Student Learning. Teachers, the school administrator and district personnel will participate in weekly professional learning communities in order to review and discuss best practices in instruction, develop formative assessments, analyze standards of concern and data in order to focus future instructional practices and interventions. The school administrator will collect and review data and information from meetings to monitor progress and impact on student learning. The success of Instructional Learning Cycles will be determined by student mastery on standards of concern. The framework will utilize a backward design for planning which will identify learning goals for teachers and students, design formative assessments and determine student mastery at the end of each two week cycle. Research has shown that this process assists with making a clear connection between what students should be able to do, the activities they are engaged in and how they are assessed (Beers, 2006), This is a critical piece to improving student achievement within our school environment.

Professional learning communities will also increase the connection between common core standards and college readiness standards with the classroom setting. Lessons will be developed during PLC's that directly tie in a variety of college readiness standards and that utilize the WICR process of including Writing, Inquiry, Collaboration, Research and Reading with at least one learning concept each week. This will increase the use of student use of technology research projects, presentations and peer collaboration in reading, math, science and writing for higher quality learning experiences. Students will be provided the opportunity during instructional and enrichment periods to utilize critical thinking and problem solving skills, critique and discuss concepts, share and collaborate understanding with a variety of audiences.

Within a three year period these practices will be integrated with increased percentage of fidelity to 100% by the third year. During the 2014 - 2015 school year initial professional development and planning has occurred with 30% of staff members to effectively utilize professional learning communities, 10% of staff utilizing Marzano's Six Steps for Vocabulary and 50% of staff consistently focusing on key standards of concern.

By the 2015 - 2016 school year, 100% of staff members will effectively utilize data and professional learning communities to design effective instruction, designate students in appropriate tiers and plan appropriate classroom embedded supports and resource interventions. Also 100% of staff members should receive Professional Development on best practices in Math and Reading and vocabulary instruction through monthly district PD and coaching during planning. Student moving into first grade, through regular monitoring and utilization of data during the 2014 - 2015 school year; should be on grade level entering into 1st grade or identified for Tier II and Tier III interventions needed for success. Kindergarten teachers will continue to implement this process in order to begin the cycle of advancing students better prepared to meet the demands of district and state assessments. Also by the 2015 - 2016 school year the process for identification of students requiring high levels of support will be implemented with 100% fidelity with designated interventions determined.

By the 2016-2017 school all learning gaps should be addressed for students in Grades K - 2 through increased professional development of teaching practices and early identification for the need of Tier II and Tier III interventions within the classroom setting. Teaching practices for all instructional practices should be fully implemented; which includes the regular use of data to drive instruction, knowledge of state

requirements for instruction in reading and math based on common core and an increased efficacy for student classroom interventions for students in Grades 4 and 5 who have not received school interventions at the Kindergarten Level. By the 2016 - 2017 school year, based on early interventions at the K - 2 grade levels; students should begin Grade three with a higher level of preparation for the academic demands based on the common core and state expectations. The administrator will monitor progress at all three levels through weekly collaboration and dialogue, walk-throughs, evaluation conversations, data digs and consistent feedback throughout the school year.

Beers, B. (2006). *Learning-Driven Schools: A Practical Guide for Teachers and Principals*. ASCD: Alexandria, VA.

Cartledge, G. & Yo, Y. (2006). *Teaching in urban schools: Eleven principles towards effective outcomes*. Retrieved from [www.pyninc.org/downloads/teaching\\_urban\\_schools.pdf](http://www.pyninc.org/downloads/teaching_urban_schools.pdf).

Marzano, R. (2009). *The Art and Science of Teaching: Six Steps to Better Vocabulary Instruction*. *Educational Leadership*, 67 (1). 83-84.

Shannon, G.S. & Bylsma, P. (2007). *The Nine Characteristics of High-Performing Schools: A research-based resource for schools and districts to assist with improving student learning*. (2nd Ed.). Olympia, WA: OSPI.

Theoharis, J. (2009). "I hate it when people treat me like a fxxx-up." Phony theories, segregated schools, and the culture of aspiration among African American and Latino teenagers. In G. Alonso, N. Anderson, & C. Su (Eds.), *Our schools suck: Students talk back to a segregated nation on the failures of urban education* (pp. 69-112). New York, NY: New York University Press.

**Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact**

Teachers and the administrator will utilize bi-weekly common, classroom assessments, MEAP, NWEA and benchmark assessment data to focus instruction and plan re-teach opportunities for standards and skills for a determined caseload each week. This information will be discussed during weekly professional learning communities and to develop diversity in best instructional practices to ensure mastery of standards and to create effective re-teach strategies. Data will be discussed during professional learning communities to inform and plan instruction at to determine students at-risk.

The following data will be utilized:

\*Benchmark Assessment

Teachers will monitor student comprehension, early literacy skills and retell strategies through weekly progress monitoring of students at-risk for mastery. Teachers will utilize strategies from professional learning to teach appropriate skills necessary for mastery and will continue to incorporate learning goals in instruction until students have achieved mastery. Data will be discussed during weekly professional learning

communities.

### \*Grade Level Common Formative Assessments

Teachers will utilize formative assessments every other week to determine student mastery on critical standards. If less than 80% mastery occurs, teachers will adjust instructional approach and re-teach for the entire class. For standards with over 80% classroom mastery teachers will determine students at-risk and create an intervention group to re-teach standard until mastery. Data will be discussed during weekly professional learning communities.

### \*MEAP/State Assessment

MEAP/State Assessment data will be reviewed yearly to determine critical standards to focus instructional weakness. Once state assessment data is obtained the administrator and teaching staff will conduct yearly data digs to determine instructional practices in need of improvement and students who are at-risk for critical standards. This data will be tracked during professional learning communities and grade level meetings for student and instructional success and adjusted as necessary.

Teachers will utilize all available data from MEAP/state assessment, benchmark assessment, NWEA and formative assessments to determine learning gaps that required interventions. Tier I interventions will be created through adjustment in instructional practices, differentiated instruction and presentation of content in a variety of modalities. Mastery of standards will be reviewed during professional learning communities through the use of formative data. Students who are determined to be Tier II based on formative data will receive small group instruction within the classroom setting and additional support through assistance from Title I Tutors. Select students who are Tier II may be eligible for additional tutoring through SLD Reads as a pull out in addition to the regular reading block. We will also look into developing learning opportunities during and after school. Tier II students will be tracked weekly through progress monitoring and formative assessments to determine adequate progress towards mastery of content. After Tier II interventions have been implemented successfully, if data indicates lack of progress, students will be designated as Tier III and will be referred for academic evaluation to receive additional services through resource room, services, services from a teaching consultant or supports from the special education department. This information will be used to adjust and modify instruction practices within the classroom setting to meet the learning styles of Tier III students and support steady progress to instructional goals.



## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

8A

Time will be dedicated to core instruction by redesigning the use of time in the current schedule. The Principal has worked with building staff to:

- Continue to discuss the implementation of a dedicated intervention block within the school day to provide targeted supplemental support to students that are struggling in the core academic program (20 - 30 minutes a day)
- Assure Social Studies and Science are integrated into the curriculum on a daily basis in the using Montessori methodology
- Re-purpose breakfast time to include learning activities each day guided by building staff (75 minutes per week)

In addition, principals are working to coordinate activities with Communities in Schools-Kalamazoo to assure that highest needs students are receiving supplemental instruction and support in after-school programming which is aligned with the core instruction. The district has increased the number of hours by 8.9 hours between 2013-2014 and 2014-2015.

These increases in core instructional time, combined with the intentional use data to ensure that small group/individual targeted intervention is made available to struggling students through supplemental programs will create the organizational structure and support needed to improve student achievement.

8B

Time will be dedicated to enrichment activities by redesigning the use of time in the current schedule.

- Art, music and P.E. are offered to all students each week and are built into the building master schedule. (170 minutes per week)
- Orchestra and Choir are offered to students in grades 4 and 5
- Academically Talented programming is available for identified students in all buildings.
- Summer literacy program provides up to 7 books to 3-5 grade students throughout the district
- Literacy night for students and parents to focus on the development of literacy skills

- Communities in Schools - K provides additional academic support for students

8C

It is felt that by placing a renewed focus on providing "bell to bell" instruction, combined with the additional time gained each day we can work to maximize student achievement. Requiring instruction in all four content areas by allocating time within the schedule will also increase awareness of the need to consistently provide instruction in all core areas. The continued provision of enrichment activities in the areas of art, music and PE, as well as choir and orchestra, provides the opportunity for students to engage in the education process in areas other than the four core areas. Involvement in the arts is shown to support achievement and engagement.

In addition, the increased focus on the use of data to identify and intervene with struggling learners will help staff to target interventions on specific skill deficits, leading to increased overall achievement.

Professional learning time will be made available for all staff

1. Time will be allocated through redesign of master schedule to allocate common planning time for grade-level teachers each day. (20-30 minutes per day) Additional time may be created through provisions of subs and use of pull-out training and/or after school opportunities.
2. Professional learning opportunities that become available in the region will be considered, if aligned to the needs of the school and the transformation plan's "big ideas".
3. Resources available to the building through the RESA will be identified and provided when possible, and funding is available.
4. Professional development (PD) will be tied directly to the strategies outlined in the building's school improvement/transformation plan.

Professional Learning for Teachers

- Each building has required monthly professional learning sessions after school with specific topics focused on improving student achievement. These are held on the first Monday of the month for 2 hours and/or on Wednesday for 1.5 hours as per the district calendar and the building plan. Total PD hours required for each teacher in the elementary buildings is 35 hours.
- Ongoing voluntary opportunities are provided to staff throughout the school year for identified teacher leaders, building staff and administrators.
- Building resources are utilized to provide specific professional development for staff as identified in the school improvement plan and the transformation plan.

**Requirement #9: Provide ongoing mechanisms for engagement of families and community.**

**Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.**

**Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.**

The school and staff members conduct community partner meetings twice a year through invitations to discuss the priority needs of the school, to network and determine ways support can be provided based on resources. The following mechanisms will be utilized to engage families and communities into the school environment:

\*Kalamazoo Communities in Schools

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Kalamazoo Communities in Schools (KCIS) conducts regular correspondence with parents through fliers, surveys and information packets regarding services and supports for the academic, social-emotional and mental needs of all students. KCIS provides a bridge between parents and community resources to provide supports, parental involvement activities and education for supporting student success.

### \*SLD Reads!

SLD Reads! will conduct regularly parent meetings regarding educating parents regarding ways to support students in reading. Surveys will be distributed to determine effectiveness of program and parent opinion regarding knowledge of reading support. This forum also provides the opportunity for open dialogue between staff, administrator and parents with ways the school can provide additional support, parent concerns, and input regarding the success of the academic program and culture of the school.

### \*Kalamazoo Center for Youth and Community (KCYC)

KCYC will provide substantial support and interventions into the school environment for both teachers, students and parents. The following programs have implemented:

Intervention for Student Success (ISS) - A parent group, Intervention for Student Success (ISS), has been established to provide open dialogue with students, parents, community members and school staff regarding the academic and social progress of at-risk students. Students will receive academic support through SLD Reads and Occupational Therapy interventions. Monthly meetings are conducted to review data with progress of student, garner parent input regarding the success of the program and need for adjustment and to allow the school administrator to receive feedback.

Check and Connect - Check and connect will monitor the attendance and parent involvement of at-risk students within our student population. Data will be reviewed to determine students at-risk for poor attendance and lack of engagement. Surveys will be distributed to determine parent perception of the school and factors that prevent both student and parent involvement. Mentors will be secured to establish one on one relationships with at-risk parents and students to provide opportunity for a two-way dialogue for supporting and determining specific needs for success.

\*TARGET Program - The TARGET will address the socio-emotional needs of Tier III students at-risk. A music, art or PE curriculum with an behavioral modification curriculum will be implemented to increase student classroom stamina and prevent behaviors that impede the learning progress.

\*Literacy Night - Teachers and administrators will conduct a yearly literacy night to increase student exposure to literacy skills and provide parent involvement opportunities. Literacy Night program will provide parents information regarding necessary reading skills, ways to support student success in the area of reading and receive parent feedback regarding ways the school can support learning goals.

\*PTO/Parent Reform Team - Parents will meet once a month to plan academic and enrichment opportunities for students based on priority school plans. During these meeting the administrator and staff members will share with parents updates regarding priority reforms, discuss ways to increase parent involvement and ways parents can support learning goals. Parents will support, plan and assist with enrichment activities such as increasing student literacy skills through a 20 minute a night reading challenge, assist with incorporating learning goals during parent functions such as Literacy Night, School Carnival, Family Math Night and the school reading challenge in March. Parents will also plan quarterly Donuts for Dads and Muffin for Moms in order to update parents on adjustments to priority plan, receive parent input on concerns and progress and also determine additional supports. Parents will assist will support goals of early literacy skills through exposure to print at home, and math numeracy skills through the use of flash cards after school. Parents will support school progress on these goals

through a school-wide challenges and tracking progress on a monthly basis.

\*Trenches Community Church -- Trench Community Church will provide additional school support through mentorship and assisting with socio-emotional needs of students. Church members will assist with the most at-risk population of students to support specific learning and behavior goals for students and increase engagement with the academic environment. Church members will support learning goals through flash card review, math and reading games and reading to students.

\*Kid's Hope - Kid's Hope Mentors will work with at-risk students by providing tutoring and emotional support for students towards their learning and behavior goals. Mentors work with students every week on specific academic skills based on designated need for support. Mentors will work with student learning goals through the use of math and reading games, flash card review and reading books.

## PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

**Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.**

**Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.**

The Priority School Improvement Team and principal at Northeastern Elementary School will determine how the building Title I budget will be allocated in the support of the Priority School Improvement Plan as determined through a Comprehensive Needs Assessment. Operational flexibility will be provided to assure the plan can be implemented as written as follows:

Building principals will be given the flexibility to operate the schools according to the proposed redesign plan, and as needed to substantially improve student academic outcome - including the allocation and expenditure of Title I funds. Buildings utilize a site-based decision making model to determine Title I expenditures. This is done through the school improvement process and leadership team within the building. Buildings have the autonomy to determine Title I expenditures and derive their individual building budgets and submit these budgets to the district for inclusion in the district budget.

Areas of flexibility include staffing, assignment of personnel to duties, managing the flow of all site-based discretionary funds, leading the building-level leadership team, managing all school improvement goals, identifying professional learning needs, etc.

Flexibility will be provided with regard to instructional planning to assure that instructional staff has the discretion to adjust activities to meet the needs of students in their charge, and to provide instructional support through the proposed Tiered Intervention Model. Building staff determine the tools and resources to use within the instructional program and may use building budgets and Title I funds to provide those materials, as allowed by federal regulations.

A plan will be developed for monitoring and evaluating the implementation and effectiveness of the proposed redesign plan. External consultants will work with the district and building personnel and the building principals to monitor and evaluate plan implementation. The Board of Education will receive quarterly status updates for the duration of the redesign plan.

**Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.**

**Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.**

**Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.**

11A

tools and resources developed by the Michigan Department of Education, building leaders are working to gather outcome, demographic, process and perception data to inform the process. As the building moves into the action planning stage by unpacking the strategies they have identified, district staff will work to identify and provide the resources needed by the building. They could be in the form of helping the building to locate professional learning, assisting with the alignment of federal funds with building needs, provision of coaching support by district staff and/or RESA staff, etc. Relationships and connections are being developed and processes created to access these supports.

The district liaison has been identified as Dodie Raycraft, Director of Improvement, Title I and Assessment. She is working closely with the buildings to align the school improvement process with the requirements of the reform/redesign plan and Title I requirements and resources.

Additional technical assistance will be provided through the Michigan Department of Education and the Regional Educational Service Agency. We have identified a RESA "contact person" that is assisting the district to identify services at the RESA that align with our district needs. She is also working with the consultants at the RESA and the district staff to ensure alignment of initiatives.

More specifically, the following actions will be implemented:

Ongoing technical assistance will be provided to the priority school through the proposed redesign plans. Assistance will be provided through contracted external service providers in addition to support provided by district staff including the Director of Improvement, Title I and Assessment, the Assistant Superintendent of Teaching and Learning, the Director of Curriculum and Instruction, ELA and Math Coordinators and a Technology Coordinator.

The district office of school improvement and building principal will develop and execute contracts where necessary or required. Additional technical assistance will be provided through MDE School Reform Office and through our School Improvement Facilitator at KRESA.

The priority school will participate in all technical assistance and networking meetings for priority schools offered by MDE, accompanied by a district office representative.

11B

Implementation of the plan will be overseen primarily by the Director of Improvement, Title I and Assessment, working in collaboration with the Teaching and Learning Services staff who are overseen by the Assistant Superintendent of Teaching and Learning. Support for the buildings is an ongoing discussion at weekly Teaching and Learning Services team meetings so that additional support from the district can be identified and provided. This plan will be fully supported by the Kalamazoo Public Schools.